

## West Earlham Junior School Termly Planning Year 5

### STAGE 1 – PLANNING THE INQUIRY

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	Local History Study - The enclosure of land including Ketts Rebellion as a significant turning point in British history.  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
2	Consider the aspects of the study that will interest you and the children.	<ul style="list-style-type: none"> <li>• Use of maps to name and locate counties and cities of the United Kingdom, geographical regions, topographical features and land patterns.</li> <li>• Study life cycles of mammals, amphibians, insects and birds on farmland.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Use sketchbooks to draw the land and its localities.</li> </ul>
3	<u><b>Devise the Inquiry question(s)</b></u>	<p>By enclosing land, who was to benefit?</p> <p>What is selfishness?</p> <p>What makes people so angry?</p> <p>What causes people to rebel, regardless of the law and consequence?</p> <p>What was the impact of Robert Ketts decision making?</p>
4	What lines of investigation can be planned for to support inquiry questions?	<p>Where can information be obtained? (research)</p> <p>Types of maps to be used.</p> <p>Where can local farming knowledge be acquired?</p> <p>How has the area changed over 500 years? (land ownership and borders)</p>

### STAGE 2 – CONTEXTS FOR LEARNING

5	Invent the scenario	<p>A documentary team will create a film of the life of Robert Kett.</p> <p>The rise and fall of a local man. Villain or friend?</p>
b	Exploration of points of view:	The client - a lottery winner - has donated a sum of money to a documentary team, which will enable them to film and interview a variety of people who lived around the time of the rebellion.
c	Decide on actual events/key moments:	<ul style="list-style-type: none"> <li>• What was the situation prior to land enclosure?</li> <li>• How did the local and national majority react?</li> <li>• What discussions took place between the people and Kett the landowner?</li> <li>• What were the events that unfolded through the rebellious phase?</li> </ul>

d	Outcomes based on FICTION:	Play-scripts, biography and film for example: Year 5 Classes to invent and play out theatre pieces as if a group of 'Travelling Players'. Purpose: to re-enact events of Ketts Rebellion at the venues recorded in history around Norwich using Medieval Player devices and/or Chamber Theatre from the texts/recorded stories and events of the time.
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**STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS**

6	Create a list of possible activities centred on the context(s) bearing in mind the inquiry question(s)	Farm visits Study of lifecycles Pond Dipping Cooking activity
7	How do these integrate with any aspects of statutory curricula?	History: Enclosure of land causing a significant turning point in history.  Geography: Mapping out key locations and use of old maps.  Science: Lifecycle/reproduction of farm animals and crops.  Computing: Data analysis of crop production over time. PowerPoint / video presentations of drama

**STAGE 4 – PLANNING THE START**

9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"> <li>1. Fence off an area of importance and tear it down!</li> <li>2. Introduce Kett through selection of images (Oak, Hill, Wymondham)</li> </ol>
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